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News Summary

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The Reagan Administration has told the N.I.H. to take its proposed rules on science fraud back to the drawing board: Page A4.

Two library associations angrily challenged a report that justified the F.B.I.'s efforts to recruit librarians against Soviet spies: Page A17.

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BUT NOT AT EXPENSE OF OTHER PROBES

Scientists Welcome Prospect of Soviet-American Mars Mission

By KIM McDONALD

Leading U.S. space scientists have told the White House that a joint Soviet-American unmanned mission to Mars—a project that Soviet leader Mikhail S. Gorbachev plans to propose to President Reagan at this week's summit—would have numerous benefits for American space science, but should not be pursued at the expense of other planetary projects.

Joining the Soviets in their ambitious plans to retrieve soil samples from the surface of Mars and to prepare for an eventual manned mission to the red planet, they said, could help revive the troubled U.S. space program and attract new talent to areas of space science that have been hampered by the grounding of the space-shuttle fleet.

"There's been a consensus in the planetary community for a long time that this would be a rewarding activity," said

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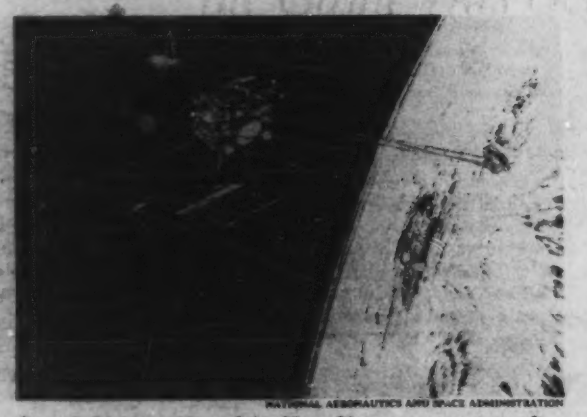

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

An artist's conception of the Mars Observer, a spacecraft that is scheduled for launching in 1992.

In a Rare Rebellion, British Lords Demand Academic-Freedom Law

By DAVID WALKER

LONDON

Taking the unusual step of rejecting a policy position of the government, Britain's House of Lords has insisted that an omnibus education-reform bill now before Parliament must be amended to protect academic freedom.

The measure, which had already been adopted by the more powerful House of Commons, would abolish tenure for newly appointed university faculty members.

But the House of Lords, responding to the most intense lobbying campaign ever conducted by universities in this country, maintained that if the government of Prime Minister Margaret Thatcher was going to do away with tenure, it would also have to guarantee that faculty members could not lose their jobs because of what they said or wrote.

Provision Passes by 26 Votes

The vote in support of including a provision on academic freedom was 152 to 126, with many allies of the ruling Conservative Party either joining the majority or abstaining. No member of the House of Lords other than members of the government itself rose to speak in favor of the government's position.

Government spokesmen have main-

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College Presidents' Spouses: a Champion of the Cause

Sue Young, wife of U.C.L.A.'s chancellor, has perfected her own role after 20 years on the job; now she's seeking more recognition for other presidents' spouses: Page A17.

Significant Improvement in Faculty Job Market Has Yet to Materialize in Many Disciplines

By DEBRA E. BLUM

Despite expectations of a mass retirement of faculty members and the movement of scholars into business and industry, the academic job market appears to have changed little from previous years.

While the market for scholars in the humanities and social sciences has continued to improve in recent years, following a tight squeeze in the mid-1970's, for many disciplines the apparent easing simply means that competition for a faculty position is moving from "ridiculously competitive to highly competitive," in the words of one observer.

In many of the so-called hard-to-hire fields such as business, engineering, and the sciences, market conditions have not changed dramatically, either. While competition for positions at the most prestigious institutions is still fierce, a large range of other colleges and universities across the country face a shortage of qualified applicants.

Higher-education officials have been projecting that the next 15 years will bring mass retirements of faculty members hired during a period of expansion in higher education in the 1950's and 1960's (*The Chronicle*, [illegible] 6). The officials also have monitored with great interest the increasing movement of doctorate recipients into careers outside of academe.

But some observers of faculty hiring who thought these trends would affect the present job market are still waiting for it to happen.

'We're Holding Our Breath'

"We're holding our breath," said J. Brinton Rowdybush, director of the congressional fellowship program at the American Political Science Association. "We are braced for big changes, an opening up of the market, but we're still waiting it out."

"Cautious optimism" is how Mr. Rowdybush described the current hiring outlook for a market that has been glutted with qualified applicants for the last 15 years. While he said there had been no major shift in the number of people looking for employment or the number of employment opportunities for political scientists, other academic associations representing the hu-

Continued on Page A24

Immigrants' College Aid May Imperil Citizenship

By ROBIN WILSON

WASHINGTON

Immigrants who receive federal financial aid to attend colleges in this country could be denied U.S. citizenship, according to a little-noticed memorandum issued by the Immigration and Naturalization Service.

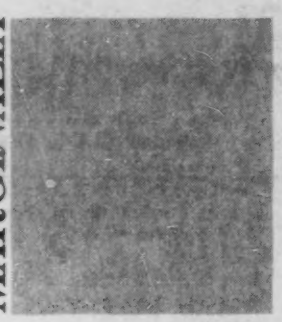
The memorandum—an interpretation of the 1986 immigration-reform law—has left campus aid administrators confused about what they should tell immigrants who are applying for aid for next fall. Many immigrants who have learned of the problem have put their college plans on hold.

It has also triggered a dispute between the I.N.S. and the Education Department, which has questioned whether acceptance of student aid can legally be taken into account when citizenship applications are evaluated.

Under the 1986 law, immigrants who had been declared temporary residents in the United States could receive college aid. Members of Congress wanted the immigrants to be able to get an education to

Continued on Page A31

MARGINALIA



Ad in the Dallas *Morning News:*

AMBER UNIVERSITY
Knowledge is all that stands between civilization and the vast wasteland of ignorance

. . .

AMBER UNIVERSITY'S EXCLUSIVE UNIQUENESS

- Designed for working adults with all programs offered at night or weekends.
- Each session lasts 10 weeks, classes meet once weekly.
- Convenient parking — No one walks more than 50 yards to any class, library or office.

. . ."

That's more like it: *Knowledge and distant parking lots* are all that stand between civilization and the vast wasteland of ignorance.

■

From a notice in our "Bulletin Board" pages:

"Development professional sought on or before June 1, 1888 to direct $4 million capital campaign. Reports to Headmaster. . . ."

If they can shout across the decades.

■

Headline over a job announcement in the weekly employee newsletter at the University of North Carolina at Charlotte:

NON-TRADITIONAL STUDENTS HEAD SOUGHT

Bloody but unbowed?

■

From *The Lookout*, a paper at Lansing Community College:

"Plans made by Lansing Community College to purchase properties to the west of the existing campus as part of the downtown housing rehabilitation program labeled 'College Town Inc.,' initiated a barrage of commentary from residents and interest groups. . . .

"In an meeting between The Lookout, [Vice President for Finance Bruce] Newman, Community Relations Vice President Jacqueline Taylor and Vice President for Administration Dale Herder, Taylor said that 'College Town' was still viewed as a cooperation between the college and the community. . . .

" 'We want to stop the inertia of deteriation and start an inertia of beutification,' Taylor said."

She has *our* vote.

■

From *Dominican Quarterly*, a publication at the Dominican College of San Rafael:

". . . Among other Symposium speakers, Robert Scalapino, Director of the Institute of Eat Asian Studies at UC-Berkeley . . ."

Demonstrating the proper use of chopsticks, we suppose. —C.G.

In Brief

Yale U. to Limit Number of Honors Graduates

The faculty of Yale University's undergraduate college has approved a plan that will decrease the proportion of students who graduate with honors.

Beginning with the class of 1992, only students who have grade-point averages in the top 30 per cent of their class will graduate with honors.

The new system was recommended by the faculty's Committee on Honors and Academic Standing, which began studying the issue after 50.5 per cent of the 1986 graduates were awarded honors. The present system, which awards honors based on the number of A and A- grades a student has received, has been corrupted by "grade inflation," the committee said.

"While we recognize the generally high level of achievement of many of our undergraduates, we believe that General Honors should be a mark of distinction among them," the committee's report said.

Audit Says $508,000 Went to Ineligible Students

Kingsborough Community College auditors who examined records of a study-abroad program last year discovered that more than $508,000 in financial aid had been given to students who were ineligible for it, according to a report released last week.

The college, part of the City University of New York, terminated the program after the audit was completed. The report, released at the request of the New York *Daily News*, said 283 students had illegally received federal and state aid and tuition discounts reserved for New York City residents. The students studied in Israel between 1985 and 1987.

Many of the ineligible recipients were apparently recruited in Israel by the director of the study-abroad program, the *Daily News* reported. The director, Stephen Beiner, was fired by the college last June. Kingsborough has hired a collection agency to seek repayment of the aid.

What They're Reading on College Campuses

		Previous Survey
1.	Something Under the Bed Is Drooling, by Bill Watterson	1
2.	Fine Things, by Danielle Steel	2
3.	Presumed Innocent, by Scott Turow	—
4.	Communion, by Whitley Strieber	7
5.	The Road Less Traveled, by M. Scott Peck	—
6.	Necessary Losses, by Judith Viorst	—
7.	The Icarus Agenda, by Robert Ludlum	4
8.	Calvin and Hobbes, by Bill Watterson	6
9.	The Rise and Fall of the Great Powers, by Paul Kennedy	3
10.	The Prince of Tides, by Pat Conroy	5

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: U. of Alaska at Anchorage, Baylor U., Bucknell U., U. of California at San Diego, Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Cleveland State U., Denison U., U. of Denver, Drake U., U. of Hawaii, Indiana U., U. of Iowa, Lawrence U., Lehigh U., Mankato State U., U. of Maryland–Baltimore County, Middle Tennessee State U., U. of Missouri at Columbia, Montana State U., U. of Nebraska at Lincoln, U. of New Orleans, New York U., U. of Notre Dame, Pennsylvania State U., U. of Pittsburgh, Portland State U., San Diego State U., San Francisco State U., Stanford U., Syracuse U., Tarrant County Junior College, U. of Texas at Austin, Tulane U., Vanderbilt U., U. of Virginia, U. of Washington, West Virginia U., Wichita State U., U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, and Xavier U. (Ohio).

Reports covered sales of hardcover and paperback trade books in April.

Fired Minn. Official Charged With Theft

Luther Darville, former acting director of the Office of Minority and Special Student Affairs at the University of Minnesota's Minneapolis campus, has been indicted by a county grand jury on three counts of theft by swindle.

Mr. Darville was dismissed from the university last month, after a university audit found $200,000 missing from the minority-affairs program. Before serving as acting director, Mr. Darville spent several years as the office's budget director.

Texas to Help Students Pay Insurance Costs

University of Texas officials have agreed to raise graduate students' salaries after hundreds of angry students protested the university's decision to stop paying their health-insurance premiums.

The students will receive an extra $115 a month to make up for the $115 worth of health benefits they will lose each month.

The university system was forced to stop paying the premiums after it was informed that it is illegal to use state money to pay the premiums of graduate students who teach and conduct research. The University of Houston, which had also been paying health premiums for graduate assistants, agreed to a similar salary increase.

2 at Princeton Sentenced to Jail in Initiation Case

Two Princeton University students who are officers of a campus eating club were sentenced last week to 30-day jail terms for serving alcohol to minors during initiation parties that nearly killed one student and sent 39 others to the infirmary.

Judge Russell W. Annich, Jr., of the Borough of Princeton's municipal court, based his decision

Panel Urges Better Evaluations of Corporate-Financed Research

By GOLDIE BLUMENSTYK
WASHINGTON

Too little is known about the results of corporate-financed research at American colleges and universities because participants do not fully evaluate its successes and failures, a group of business and educational leaders declared last week.

Corporate-sponsored research on the campuses is a half-billion-dollar industry that is becoming more and more essential to the nation's ability to remain competitive in world markets, according to a report prepared by the group, the Business–Higher Education Forum.

The forum, made up of the chief executive officers of 92 major American corporations and colleges and universities, promotes collaboration between businesses and higher education.

Although the number and variety of new joint-research efforts has been expanding, very little has been done to measure their effectiveness, according to the forum's report, *Beyond the Rhetoric: Evaluating University-Industry Cooperation in Research and Technology Exchange*.

"The critical challenge is to ensure that our cooperative research and technology exchange programs are in fact producing, or will produce, their intended benefits," the report says.

Ways to Measure Progress

Developing ways to measure progress during the early phases of the research process is particularly important in highly technical fields. It can often take several years before an actual industrial solution or product is developed or new jobs or businesses are created.

"If it's a long-term project, then you find shorter-term things to measure," said Peter Likins, president of Lehigh University and a member of the forum's steering group.

For example, if a joint research effort in microelectronics creates opportunities for industry-university seminars, contracts between companies and faculty members, or an increase in student enrollment in the field, research sponsors should find ways to measure those effects, because corporate sponsors are "accustomed to seeing results," Mr. Likins said.

Such accountability, the forum's report says, will also help assure sponsoring companies that their research money is being well-spent.

"We all know that there will be programs which produce dry wells," said James K. Baker, chairman and chief executive officer of Arvin Industries, Inc., and another member of the steering group.

"The question is, Did we get a dry well because we didn't manage the program well," he said, "or [because the research was] in those areas where the technical answers are too hard to find?"

Corporate financing of university research and development amounted to about $61-million in 1970 and grew to $485-million in 1985, according to the National Science Foundation. Today, Mr. Baker said, the amount of such research is increasing by 8 per cent to 10 per cent each year.

Because of rapid advances in technology, universities also benefit from industry-financed research, the forum report notes. Costs for hiring new faculty members and buying specialized equipment, for example, are often picked up by industry sponsors.

Joint research efforts also create a "very stimulating" environment for faculty members and job opportunities for students, said another member of the steering group, Thomas A. Bartlett, chancellor of the University of Alabama System. "We don't need to lose our souls in this process."

Copies of the report are available from the forum, One Dupont Circle, Washington 20036. The cost for Volume I is $9. Volume II, a handbook that outlines philosophies, techniques, and models for evaluating different kinds of research programs and consulting arrangements and their economic impact, costs $16. The volumes can also be purchased as a set for $20.

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Give & Take

Capital campaigns are becoming longer, more ambitious, and less dependent on volunteer fund raisers.

That was among the findings of a survey of members of the American Association of Fund Raising Counsel, whose membership includes consulting companies that advise colleges and universities on their fund raising.

Capital campaigns are designed to raise more money than other efforts and are usually undertaken to finance major projects requiring significant cash outlays.

Among other trends the survey uncovered:

- Five-year campaigns are becoming more common than three-year campaigns.
- More campaigns will approach the billion-dollar level. Eighty-five per cent of the respondents view the $1.1-billion goal set by Stanford University as the new high-water mark. They warned that this trend could encourage their clients to set inappropriate goals.
- More non-profit groups are substituting paid fund raisers for volunteers. Almost half of the respondents said that trend would harm the volunteer spirit, while 40 per cent said paid staff members improved fund raising.
- Planned-giving techniques are now central to capital campaigns. Planned giving allows donors to make a substantial gift and in return, receive interest or other income generated by the gift.

■

The Seven Society at the University of Virginia has said it will give $100,000 to create an endowment for graduate teaching assistants, particularly in the English department.

In a letter to Hugh P. Kelly, dean of the university's Faculty of Arts and Sciences, the society said it was "concerned over the deficiency in financial aid available for graduate students in many departments of the university." Last month, graduate students held a rally to call attention to their financial concerns.

Very little is known about the Seven Society. The identity of its members is a closely guarded secret, and the group usually communicates with university officials by letter.

In the letter he received, Mr. Kelly was given instructions for transferring $17,777 as the first payment of the pledge for fellowships for teaching assistants in the English department. The $100,000 commitment will be paid over three years.

Two years ago, a former student was found guilty of operating a bogus secret society that misappropriated university funds. Although the council was modeled after the Seven Society, it had no connection to the group.

In past years, the Seven Society has given scholarships, aid to students in need, and awards recognizing outstanding people at the university.

Philanthropy

Growth of College Endowments Found to Have Slowed Last Year; Value of 296 Funds Placed at $47.9-Billion

NACUBO study of 1986-87 predated last October's stock-market crash

WASHINGTON

After a two-year boom, the growth of college and university endowments slowed considerably last year, according to a new study.

Endowments grew at an average rate of 13.9 per cent in the year ending June 30, 1987, a drop-off in the strong rate of growth of the two previous years, a study by the National Association of College and University Business Officers shows.

The study found that the total market value of 296 endowments at the end of the 1986-87 academic year was $47.9-billion. One year earlier, the value of 272 endowments in the study was $40.5-billion.

The results of the study are being released this week.

The study did not take into account the effects of October's stock-market crash.

However, an informal survey conducted by a consulting company earlier this year of 50 universities with endowments of $100-million or more showed that investment pools had dropped an average of 13.1 per cent in the last quarter of calendar 1987.

Impact Still Unclear

Joseph W. Tyler, senior project manager at NACUBO, said many questions about the impact of the stock-market crash on college endowments were still unanswered.

"Most colleges reacted in the way you would expect, by pulling assets from the equity market," Mr. Tyler said. "Where they put those assets, or whether they eventually put them back into equities, and how the crash affected investment procedures and budgeting—we still don't know."

NACUBO, a national association of campus business and financial officers, has conducted the endowment study since 1974. It now includes most of the four-year institutions with endowments of at least $1-million, according to association officials.

A preliminary report on the study based on the performance of 193 investment pools showed an average increase of 13.8 per cent for the 12 months ending June 30, 1987 (*The Chronicle*, November 18, 1987).

The figures represent "total-return" rates for endowments, reflecting changes in the market value of investments as well as interest and dividend income.

More than 90 universities in the study reported endowments of $100-million or more. For the first time, the top 10 endowments were all above the $1-billion mark.

Harvard University's $4-billion endowment made it the highest-ranking fund in the study. With an endowment valued at $2.8-billion, the University of Texas system ranked second.

Ranked by endowment per full-time-equivalent student, Rockefeller University led all institutions with $4.5-million for each of the 119 it enrolled. Among public institutions, the Virginia Military Institute Foundation had the highest ranking, with $[illegible],400 for each of its 1,592 students.

Largest Endowments per Student

	Students	Amount
Private		
Rockefeller U.	119	$4,561,100
Princeton U.	6,264	365,800
Academy of the New Church	346	360,100
Harvard U.	16,236	247,500
Mount Sinai School of Medicine	494	234,300
California Institute of Technology	1,850	221,100
Rice U.	3,986	215,000
Swarthmore C.	1,312	210,400
Yale U.	10,504	199,800
Grinnell C.	1,253	181,000
Public		
Virginia Military Inst. Foundation	1,592	$49,400
Ore. Health Sciences U. Foundation	1,141	33,300
U. of Texas System	90,000	31,400
Virginia Commonwealth U.	1,553	27,700
U. of Virginia	16,823	23,700
U. of Delaware	15,918	18,400
U. of Cincinnati	24,962	10,200
U. of Pittsburgh	26,953	8,200
C. of William and Mary	6,951	8,100
U. of California	146,429	7,700

Note: Based on market value of endowments last June 30, and full-time-equivalent enrollment.
SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Slower Growth in Stock Prices

Last year's 13.9-per-cent increase followed rises of 26.9 per cent in 1985-86 and 25.5 per cent the year before, the best back-to-back performances in a decade.

The fact that stock prices rose at a slower-than-expected rate in 1986-87 accounted for the slower rate of growth in endowment values, according to NACUBO officials.

The one-year rise was the smallest since the 1983-84 academic year, when the value of the average endowment actually decreased 2.2 per cent.

According to the study, the average investment pool in the study had 54.2 per cent in equities, 29.4 per cent in bonds, 12.7 per cent in cash, 1.9 per cent in real estate, and 1.5 in other assets.

The study also found:

- Investment pools continued to shift assets from equities to bonds in 1987. The 1982-83 academic year was the only one in which equity assets increased since the study began in 1974.
- After adjusting for asset composition, the 22 investment pools that were internally managed during the year performed better than externally managed pools. The opposite was true last year.
- Large investment pools of $100-million or more outperformed the medium-sized pools ($25-million to $100-million)

Continued on Page A35

American Grants Failing to Meet Developing Countries' Needs, Philanthropists Told

By ANNE LOWREY BAILEY

TORONTO

Too many American grant dollars go to support colleges and universities in developing countries that fail to produce graduates to meet the countries' needs.

That was one conclusion of grant makers and officials of non-profit organizations from 60 countries who gathered here last week to share their thoughts at the first World Congress on Philanthropy. The group discussed philanthropic trends in all parts of the globe and grant making between rich and poor countries.

"In India, U.S. foundations too often give to universities that are simply workshops to produce unemployed people," said Ramjee Singh, a professor from Bhagalpur University. "We need a far greater stress on vocational education. Only a tiny minority of our students receive instruction in science, medicine, engineering.

"So 90 per cent of our students come out disappointed and depressed, without prospects of jobs, confidence in life, or with ways of shaping the future of our country."

'Cultural Imperialism' Charged

Grant makers in attendance considered whether scholarships and other assistance to higher education were an effective way of empowering people in developing countries. Some participants appeared to have deep reservations about American philanthropy, which they saw as "culturally imperialistic" and arrogant.

Several said it was more important to support vocational education for the poorest residents of a developing country than to support government-controlled universities that tend to serve the rich elite.

"We all agree that higher education is the road to development. But what type of education?" asked Luisa E. Mendoza de Pulido, executive vice-president of the Eugenio Mendoza Foundation, a grant-making philanthropy in Caracas, Venezuela.

In Venezuela, she said, a high proportion of university graduates cannot find work. Nonetheless, she added, American foundations and corporations avoid less-formal vocational programs that may be more useful in helping the country's poor become economically self-supporting.

Ms. Mendoza said her foundation's dollars were put to better use by supporting a vocational university aimed at helping extremely poor Venezuelans and by support-

Continued on Page A36

Endowment Growth Slowed Last Year, New Study Shows

Continued from Page A33

primarily because they had a higher proportion of equity-related investments. The large endowments grew an average of 14.9 per cent, while medium-sized pools grew 13.7 per cent. Small-sized pools (less than $25-million) increased 12.7 per cent.

■ The number of college endowments investing in non-traditional areas, such as foreign securities and venture capital, continued to increase.

The endowment study is a project of the NACUBO Financial Management Committee's subcommittee on investments. Beginning with the 1988 survey, expected to be issued in December, Cambridge Associates, a consulting company, will conduct the endowment studies. The 1988 survey will also include questions about how colleges and universities coped with the stock-market crash.

According to the informal survey of 50 university endowments, which was conducted by Cambridge Associates, the market tumble caused colleges and universities to change the allocation of their assets.

Between September 30 and December 31, the universities in the sample reduced the proportion of stocks in their portfolio to 57 per cent from 63 per cent, and increased the share of bonds to 32 per cent from 27 per cent. They also increased the proportion of assets held in cash to 11 per cent from 10 per cent.

A summary of the report on the study appears in the May issue of *Business Officer*, NACUBO's monthly magazine. Copies of the complete report are available for $50 each, prepaid, for members of the association and $75 for others, from NACUBO at P.O. Box 96164, Washington 20090.

—LIZ McMILLEN

Nautilus Inventor Gives $8.5-Million to U. of Florida

Arthur A. Jones, the inventor of Nautilus exercise equipment, has pledged $8.5-million to the University of Florida, believed to be the largest gift ever made to a public university in the state.

Mr. Jones's donation will be shared by the university's Health Science Center and the Center for Exercise Science, which is now testing Mr. Jones's latest invention: a computerized machine designed to evaluate and relieve lower-back pain.

Preliminary studies by the university show that the machine can double lower-back strength in 10 weeks.

University officials said the health center's share of the donation would help pay for a new $39-million academic research building now under construction. The exercise center's share will support the research of Michael Pollock, who directs the center.

Mr. Jones has also given $1-million to the university for medical research and $350,000 for early clinical trials of his new back machine.

The new gift helps bring the money raised in the initial stages of the university's first major capital campaign to more than $100-million. That campaign officially begins next fall.

—LIZ McMILLEN

Value of 296 Endowments on June 30, 1987

1987 rank	Institution	Market value June 30, 1986	Market value June 30, 1987
1.	Harvard University	$3,435,010,000	$4,018,270,000
2.	University of Texas System	2,530,730,000	2,829,000,000
3.	Princeton University	1,934,010,000	2,291,110,000
4.	Yale University	1,739,460,000	2,098,400,000
5.	Stanford University [1]	1,371,870,000	1,676,950,000
6.	Columbia University	1,266,640,000	1,387,060,000
7.	Texas A&M University System [1]	1,110,440,000	1,214,220,000
8.	Washington University	958,461,000	1,199,930,000
9.	Massachusetts Institute of Technology	971,346,000	1,169,740,000
10.	University of California	not reported	1,122,160,000
11.	University of Chicago	802,500,000	913,600,000
12.	Rice University	755,782,000	857,155,000
13.	Northwestern University [1]	709,236,000	802,670,000
14.	Emory University [1]	745,188,000	798,549,000
15.	Cornell University	673,848,000	725,096,000
16.	University of Pennsylvania	540,084,000	648,528,000
17.	University of Rochester	576,642,000	556,908,000
18.	Rockefeller University	475,678,000	542,765,000
19.	Dartmouth College	477,774,000	537,272,000
20.	Johns Hopkins University	491,543,000	534,809,000
21.	Vanderbilt University	446,458,000	508,522,000
22.	New York University [1]	519,965,000	503,957,000
23.	University of Notre Dame	388,104,000	456,099,000
24.	California Institute of Technology [2]	366,193,000	408,946,000
25.	University of Southern California	361,784,000	401,171,000
26.	University of Virginia	340,387,000	396,329,000
27.	Duke University	not reported	363,706,000
28.	Brown University	not reported	347,520,000
29.	Case Western Reserve University	307,250,000	341,160,000
30.	Southern Methodist University [3]	not reported	301,732,000
31.	Smith College	272,662,000	299,625,000
32.	Wellesley College	265,000,000	296,000,000
33.	University of Delaware	262,798,000	293,033,000
34.	University of Michigan	251,517,000	287,539,000
35.	Swarthmore College	233,765,000	276,019,000
36.	Carnegie Mellon University	228,768,000	265,893,000
37.	Williams College	247,830,000	262,588,000
38.	Wesleyan University	244,889,000	258,130,000
39.	University of Cincinnati	218,367,000	254,300,000
40.	Amherst College	224,428,000	248,354,000
41.	University of Minnesota	224,265,000	243,089,000
42.	Ohio State University	207,129,000	241,527,000
43.	Pomona College	199,320,000	232,675,000
44.	Loyola University of Chicago	219,467,000	231,739,000
45.	University of Richmond	204,603,000	228,761,000
46.	Grinnell College	208,787,000	226,783,000
47.	Wake Forest University	186,794,000	226,072,000
48.	Berea College	193,716,000	225,936,000
49.	Vassar College	204,084,000	224,351,000
50.	University of Pittsburgh	197,875,000	222,125,000
51.	Baylor University [3]	202,989,000	219,802,000
52.	George Washington University	207,061,000	216,253,000
53.	Tulane University	179,765,000	213,196,000
54.	Oberlin College	not reported	203,673,000
55.	Georgetown University	173,636,000	203,092,000
56.	Middlebury College	163,388,000	198,335,000
57.	Rensselaer Polytechnic Institute	177,443,000	190,835,000
58.	Lehigh University	156,212,000	181,259,000
59.	Boston College [3]	not reported	176,394,000
60.	Lafayette College	149,101,000	170,406,000
61.	University of Florida Foundation	138,732,000	160,450,000
62.	Boston University	131,525,000	159,192,000
63.	Thomas Jefferson University	151,444,000	158,154,000
64.	Mount Holyoke College	130,214,000	151,916,000
65.	University of Nebraska	124,442,000	144,946,000
66.	Kansas U. Endowment Association	138,420,000	144,662,000
67.	Carleton College	123,850,000	144,190,000
68.	Saint Louis University	120,493,000	140,883,000
69.	Rochester Institute of Technology	114,770,000	135,656,000
70.	Pennsylvania State University	109,418,000	130,980,000
71.	State University of New York [4]	124,501,000	130,191,000
72.	Syracuse University	112,625,000	128,400,000
73.	Brandeis University	120,536,000	127,600,000
74.	University of North Carolina-Chapel Hill	105,318,000	127,282,000
75.	Occidental College	109,455,000	126,709,000
76.	Academy of the New Church	111,975,000	124,606,000
77.	Washington State University	115,160,000	119,986,000
78.	Mount Sinai School of Medicine	97,417,000	115,733,000
79.	Trinity College (Conn.)	100,856,000	115,324,000
80.	Colorado College	not reported	113,102,000
81.	University of Miami [3]	102,142,000	112,094,000
82.	Earlham College	not reported	111,304,000
83.	Tufts University	97,232,000	110,795,000
84.	American University of Beirut	54,951,000	110,717,000
85.	Bryn Mawr College [3]	95,567,000	109,922,000
86.	University of Missouri	96,008,000	107,626,000
87.	Rutgers University	98,363,000	105,040,000
88.	Colgate University [3]	93,303,000	104,313,000
89.	Hamilton College	90,776,000	103,190,000
90.	Cranbrook Educational Community	not reported	102,371,000
91.	University of Illinois Foundation	86,842,000	102,309,000
92.	University of Washington	85,470,000	101,550,000
93.	Southwestern University	87,684,000	101,406,000
94.	Washington and Lee University	not reported	93,400,000
95.	Whitman College	77,659,000	90,295,000
96.	University of Wisconsin System	80,849,000	89,811,000
97.	Union College (N.Y.)	81,160,000	87,063,000
98.	University of Wisconsin Foundation [5]	67,543,000	86,113,000
99.	Radcliffe College	77,964,000	85,985,000
100.	Butler University [3]	75,052,000	85,213,000
101.	Agnes Scott College	$81,798,000	$85,118,000
102.	Claremont McKenna College	72,486,000	83,743,000
103.	Virginia Tech Foundation	64,530,000	83,177,000
104.	Bucknell University	77,837,000	82,394,000
105.	University of the South	78,160,000	80,736,000
106.	Santa Clara University	67,908,000	79,794,000
107.	Virginia Military Institute Foundation	66,060,000	78,633,000
108.	Worcester Polytechnic Institute	70,248,000	78,320,000
109.	Hampton University	76,572,000	75,860,000
110.	University of Alabama [2]	67,757,000	75,816,000
111.	Mercer University	67,340,000	75,747,000
112.	Haverford College	66,584,000	73,792,000
113.	St. Lawrence University	not reported	71,580,000
114.	Rhodes College	64,091,000	69,711,000
115.	University of Tennessee System	57,936,000	69,531,000
116.	Colby College	59,609,000	68,540,000
117.	Reed College	42,751,000	67,942,000
118.	Davidson College	58,650,000	66,931,000
118.	Loyola Marymount University	46,996,000	66,931,000
120.	College of the Holy Cross	61,301,000	66,822,000
121.	Willamette University [3]	61,757,000	65,801,000
122.	University of Vermont	55,926,000	65,406,000
123.	Pepperdine University [6]	58,599,000	65,091,000
124.	Drew University	58,578,000	64,393,000
125.	Berry College	58,878,000	63,442,000
126.	Franklin and Marshall College	52,057,000	61,164,000
127.	Lawrence University	53,009,000	60,867,000
128.	College of Wooster	51,804,000	60,221,000
129.	Simmons College	53,994,000	59,130,000
130.	Denison University	48,205,000	59,035,000
131.	Marquette University	49,287,000	57,376,000
132.	College of William and Mary	49,697,000	56,157,000
133.	Fordham University	47,322,000	55,821,000
134.	Ohio University	47,587,000	54,640,000
135.	Furman University [3]	49,447,000	53,691,000
136.	Goucher College	48,354,000	51,813,000
137.	Rhode Island School of Design	41,840,000	51,600,000
138.	Teachers College, Columbia University [1]	46,291,000	51,586,000
139.	Austin College	44,452,000	51,122,000
140.	Harvey Mudd College	not reported	50,550,000
141.	Philadelphia College of Pharmacy and Science	46,821,000	49,978,000
142.	Scripps College	39,268,000	49,308,000
143.	Ithaca College	39,666,000	49,056,000
144.	University of Arizona	39,014,000	48,080,000
145.	Auburn University [2]	45,264,000	47,987,000
146.	Spelman College	42,605,000	47,689,000
147.	Temple University	38,428,000	46,649,000
148.	University of Maryland	41,958,000	46,390,000
149.	Hendrix College [6]	39,193,000	46,367,000
150.	Indiana University	38,223,000	46,251,000
151.	University of Nevada System	37,751,000	45,208,000
152.	Sweet Briar College	40,241,000	44,813,000
153.	University of Colorado Foundation	40,100,000	43,569,000
154.	Albion College	38,118,000	43,059,000
155.	Virginia Commonwealth University	35,299,000	42,987,000
156.	University of Dayton	35,136,000	42,786,000
157.	Centre College of Kentucky	36,417,000	42,031,000
158.	University of Tulsa [3]	37,279,000	41,982,000
159.	Oregon State Board of Higher Education	34,294,000	41,049,000
160.	Hartwick College	not reported	40,655,000
161.	Allegheny College	33,760,000	39,906,000
162.	University of Illinois	37,030,000	39,856,000
163.	Dickinson College	32,223,000	39,558,000
164.	University of Puget Sound [1]	32,430,000	38,408,000
165.	Oregon Health Sciences U. Foundation	19,216,000	38,004,000
166.	Alma College	not reported	37,623,000
167.	Clarkson University	31,545,000	37,325,000
168.	Bentley College	28,516,000	37,189,000
169.	Transylvania University	30,111,000	36,600,000
170.	Clark University [3]	31,232,000	36,507,000
171.	Birmingham-Southern College	not reported	36,334,000
172.	Baldwin-Wallace College	33,981,000	36,282,000
173.	Hollins College	not reported	36,177,000
174.	Wittenberg University	32,837,000	36,102,000
175.	Wheaton College (Mass.)	31,632,000	36,070,000
176.	Valparaiso University	29,828,000	35,546,000
177.	Randolph-Macon Woman's College	not reported	34,900,000
178.	Connecticut College [2]	31,370,000	33,746,000
179.	North Carolina State University	30,329,000	33,603,000
180.	Kalamazoo College	28,653,000	33,169,000
181.	Medical College of Virginia Foundation	26,425,000	33,117,000
182.	Creighton University	29,438,000	33,087,000
183.	Buena Vista College	not reported	32,410,000
184.	Washington and Jefferson College	24,979,000	31,777,000
185.	Gettysburg College [3]	24,186,000	30,914,000
186.	Clemson University	22,322,000	30,734,000
187.	Rider College	not reported	28,522,000
188.	University of New Hampshire System	25,720,000	28,235,000
189.	Bryant College [6]	25,813,000	28,196,000
190.	Pratt Institute [1]	26,501,000	27,752,000
191.	Babson College	23,378,000	27,681,000
192.	Texas Tech University [1]	not reported	27,366,000
193.	Wayne State University [2]	21,594,000	27,294,000
194.	St. Olaf College [3]	not reported	27,071,000
195.	Seattle University	not reported	26,789,000
196.	Skidmore College	21,754,000	26,343,000
197.	Muhlenberg College	not reported	26,287,000
198.	Bethany College (W.Va)	not reported	26,027,000
199.	Norwich University	23,606,000	25,740,000
200.	California Institute of the Arts	not reported	25,500,000

[1] As of August 31, 1987
[2] As of September 30, 1987
[3] As of May 31, 1987
[4] As of March 31, 1987
[5] As of December 31, 1986
[6] As of July 31, 1987

Continued on Following Page

Value of 296 Endowments—Continued

1987 rank	Institution	Market value June 30, 1986	Market value June 30, 1987
201.	DePaul University	$23,507,000	$25,468,000
202.	Washburn University of Topeka [5]	22,617,000	25,468,000
203.	Loyola College	21,470,000	25,130,000
204.	Chapman College [3]	7,292,000	24,917,000
205.	University of Hawaii	18,973,000	24,027,000
206.	University of San Francisco [3]	not reported	23,774,000
207.	University of Hartford	not reported	23,609,000
208.	Knox College	22,087,000	23,440,000
209.	Alfred University	19,837,000	23,176,000
210.	Roanoke College	19,158,000	22,852,000
211.	Saint Mary's College (Ind.) [3]	21,275,000	22,770,000
212.	University of Akron	17,373,000	22,503,000
213.	University of Oregon Foundation	18,971,000	22,364,000
214.	University of Maine System	19,440,000	22,289,000
215.	Miami University	18,469,000	22,270,000
216.	St. John's College (Md.)	21,375,000	21,984,000
217.	University of Mississippi	16,758,000	21,950,000
218.	Lake Forest College [3]	18,270,000	21,926,000
219.	Illinois College	19,709,000	21,787,000
220.	Wells College	18,517,000	21,537,000
221.	Doane College	19,608,000	21,085,000
222.	Juniata College	not reported	21,032,000
223.	Marietta College	18,010,000	20,452,000
224.	Cornell College	19,561,000	19,963,000
225.	Drake University [3]	18,889,000	19,857,000
226.	Hope College	17,876,000	19,511,000
227.	Rockhurst College	14,701,000	19,102,000
228.	Ohio Northern University [1]	17,056,000	18,892,000
229.	University of Georgia	16,611,000	18,520,000
230.	Bradley University [3]	16,716,000	18,465,000
231.	Medical College of Wisconsin	not reported	18,405,000
232.	University of Scranton [3]	12,686,000	18,163,000
233.	Canisius College	12,890,000	17,944,000
234.	Hahnemann University	12,459,000	17,824,000
235.	Washington College	not reported	17,818,000
236.	Saint Norbert College	16,042,000	17,512,000
237.	Franklin College of Indiana	not reported	17,047,000
238.	Moravian College	14,769,000	16,700,000
239.	Salem College	not reported	16,647,000
240.	University of South Florida	not reported	16,442,000
241.	U. of North Carolina at Greensboro	14,114,000	15,986,000
242.	Fairfield University	13,881,000	15,830,000
243.	Mary Baldwin College	12,904,000	15,370,000
244.	Nazareth College of Rochester	13,093,000	14,754,000
245.	Ripon College	12,453,000	14,617,000
246.	Xavier University (Ohio)	not reported	14,326,000
247.	Southwest Texas State University [1]	not reported	14,042,000
248.	Lynchburg College	11,923,000	14,002,000
249.	Marywood College	not reported	13,408,000
250.	Albright College	10,501,000	13,331,000
251.	Elizabethtown College	not reported	13,272,000
252.	Morningside College [3]	not reported	12,456,000
253.	Central University of Iowa [1]	not reported	12,227,000
254.	Suffolk University	10,635,000	12,153,000
255.	San Diego State University Foundation	9,167,000	12,063,000
256.	Medical College of Pennsylvania	10,765,000	12,046,000
257.	Ouachita Baptist University [3]	11,747,000	11,905,000
258.	University of Rhode Island	10,239,000	11,650,000
259.	Sarah Lawrence College [3]	not reported	11,530,000
260.	York College of Pennsylvania	not reported	11,486,000
261.	University of Connecticut Foundation	not reported	11,168,000
262.	Stephens College [3]	10,471,000	11,057,000
263.	Western Maryland College	not reported	11,048,000
264.	Utah State University	9,163,000	10,856,000
265.	Arizona State University	8,653,000	10,648,000
266.	Madonna College	9,582,000	10,627,000
267.	Hastings College	11,217,000	10,593,000
268.	Pitzer College	not reported	10,195,000
269.	Western Michigan University	7,559,000	10,063,000
270.	University of Evansville [3]	9,361,000	9,932,000
271.	University of Medicine and Dentistry of New Jersey	5,612,000	8,820,000
272.	Blackburn University	9,055,000	8,670,000
273.	Western New England College	not reported	7,948,000
274.	Spring Hill College [3]	7,848,000	7,466,000
275.	Russell Sage College	6,212,000	7,420,000
276.	Bowling Green State University	not reported	7,393,000
277.	Monmouth College (N.J.)	6,130,000	7,364,000
278.	Bowling Green State U. Foundation	not reported	7,264,000
279.	University of the Ozarks	6,148,000	7,187,000
280.	College of New Rochelle	5,456,000	6,442,000
281.	Bellarmine College [3]	6,965,000	6,384,000
282.	University of Massachusetts	5,001,000	6,269,000
283.	Mississippi State University	5,269,000	6,221,000
284.	St. John Fisher College [3]	5,049,000	5,533,000
285.	Mount Mercy College	4,872,000	5,411,000
286.	University of South Carolina	not reported	4,293,000
287.	University of Tampa [3]	6,723,000	4,165,000
288.	Ferris State College	2,169,000	4,070,000
289.	Saint Peter's College	2,971,000	3,439,000
290.	Memphis State University	2,206,000	3,280,000
291.	Kentucky Wesleyan College	2,664,000	2,781,000
292.	East Tennessee State University	2,200,000	2,716,000
293.	Southern California College	not reported	2,692,000
294.	Oakland University	not reported	2,672,000
295.	Plattsburgh College Foundation [5]	2,032,000	1,867,000
296.	Indiana University of Pennsylvania	1,433,000	1,539,000

Note: Table includes 296 institutions participating in the comparative-performance study by the National Association of College and University Business Officers.

[1] As of August 31, 1987
[2] As of September 30, 1987
[3] As of May 31, 1987
[4] As of March 31, 1987
[5] As of December 31, 1986
[6] As of July 31, 1987

Africa Technical-Aid Plan Would Involve Universities

TORONTO

A new project that will involve dozens of American colleges and universities in a major technical-assistance program in six African countries was announced here last week by the Rev. Leon A. Sullivan.

Mr. Sullivan, who is the author of the Sullivan Principles, a code of conduct for U. S. businesses with operations in South Africa, said he would work to create fellowships that would send American graduate students to work in the Central African Republic, Ghana, Guinea, Ivory Coast, Sierra Leone, and Zimbabwe. In the United States, the program will be based at Tuskegee University, which will send an initial group of 10 fellows in September.

The fellowships will enable students to prepare for careers in international development, to provide instruction in agriculture, basic literacy, disease prevention, and other skills, and to assist with a variety of self-help programs in small African villages.

"This is not the continuation of an old paternalism," said Mr. Sullivan, who is pastor of Zion Baptist Church in Philadelphia. "We will not be going with the attitude of doing something 'for' people. We will work side by side with mutual respect."

Code of Conduct Proposed

The fellowship program will be part of a larger technical assistance project sponsored by the International Foundation for Education and Self-Help, an organization Mr. Sullivan founded two years ago in Philadelphia.

Mr. Sullivan said he also hoped to eventually involve students and professors from universities in Nigeria, Lesotho, and Sierra Leone as well as provincial chiefs and village cooperative societies in the project.

Mr. Sullivan made the announcement at the World Congress on Philanthropy, held here last week. He also called for the creation of a voluntary code of conduct for philanthropic giving. Such a code was needed, he said, to protect the needs of both grant makers and recipients.

The project, called "The New Venture," will be financed partly through corporate assets that have been frozen by foreign governments.

A company's foreign assets become "frozen" when the government of a country does not have the ability to honor its hard-currency obligations. The largest category of such assets is "trade arrears," money due companies in payment for their products. Companies can "thaw" such assets by turning them into charitable contributions.

The American Express Company has pledged $4-million in frozen funds for the project. Other corporate supporters include I.B.M. and Johnson & Johnson.

In addition, Mr. Sullivan said several private philanthropies, including the William Penn Foundation, and private donors, including H. Ross Perot and David Packard, had also agreed to support the project.

"Many corporations have lately become more interested in the bottom line than the bread line," he said. "If we don't provide better educational opportunities for the poor, violence will grow and grow."

—ANNE LOWREY BAILEY

Grants Said to Fail to Meet Developing Countries' Needs

Continued from Page A33

ing a management-training program for leaders from small villages.

Others said it was important for American grant makers to support other countries' efforts to develop appropriate educational systems. Ahangamage T. Ariyaratne, who works to improve living conditions for members of the "untouchable" castes in Sri Lanka, put it this way:

"We have had informal universities in our country for two millennia. But it has been very humble, often with classes held under trees. Then colonialists imposed formal universities based on European models."

Mr. Ariyaratne noted that formal universities in his country had been closed for the past year. "The moment the universities are open, all the students are on strike," he said. "Something is drastically wrong with our universities. Our education system doesn't fit our country.

"So I believe it is more important for donors to try to improve the quality of the informal rather than the formal educational system."

Some participants viewed American philanthropy as arrogant and insensitive to the real needs of developing countries.

"American funders often think that American know-how is indispensable for development," said Enrique Fernandez, secretary general of Solidarios, a non-profit organization in the Dominican Republic. "So we have a plethora of American consulting firms out looking for funders to pay for them to go consult in the third world.

"Well, it would be more empowering if they would enable us to grow our own technicians," Mr. Fernandez said.

Mr. Ariyaratne of Sri Lanka said American grants were effective only if a "trusting relationship" was established before the details of a grant were worked out.

"Philanthropy should be a sharing process where those who are economically poor can enrich those countries that are materially rich by sharing their culture," he said. "No one can share cultures or spiritual values unless there is a kind of brotherhood and understanding."

Added A. M. Setlabi, a professor who directs adult-education programs at the National University of Lesotho: "It is very difficult for the receiver to say, 'No, this is the way to run this project.' So he says Yes, not exactly because he wants to say Yes, but because that is what the donor wants."

One participant said grant makers would not be able to establish good relationships with recipients in third-world countries unless those relationships were based on equality.

"Grant makers will never overcome resentment and even hostility among recipients until they get out of the parent-child relationship and into the adult-adult relationship," he said. "It's incumbent on them to establish that sort of trust."

Private Grants and Gifts

ALCOA FOUNDATION
1501 Alcoa Building
Pittsburgh 15219

Research. For research on polymer-aluminum interfaces in composite materials: $375,000 to Pennsylvania State U.

CHARLES E. CULPEPER FOUNDATION
866 United Nations Plaza, Room 408
New York 10017

Languages. For video equipment for the language program: $77,500 to Saint Mary's College (Ind.).

ELEANOR NAYLOR DANA CHARITABLE TRUST
405 Lexington Avenue, New York 10174

Medical research. For the Mutant Mouse Resource, which provides mice to research scientists worldwide: $300,000 to Jackson Laboratory.

DUKE ENDOWMENT
200 South Tryon Street
Charlotte, N.C. 28202

Health. For the Center for Health Policy Research and Education: $250,000 to Duke U.

Neurosciences. For the research building for the neurosciences: $1.8-million to Duke U.

W. K. KELLOGG FOUNDATION
400 North Avenue
Battle Creek, Mich. 49017-3398

Education. To enhance counseling services to adults through training of counselors and librarians: $90,522 to Teachers College of Columbia U.

—For a policy study on adult-education trends and developments: $105,000 to Carnegie Foundation for the Advancement of Teaching.

Health. To assess multiple-risk factors affecting pregnant adolescents and their unborn children: $49,000 to Bard College.

—For programs in health administration and primary health care: $82,984 to U. of Chile.

Nursing. For programs of nursing education: $53,610 to National U. of Rosario (Argentina).

Rural areas. For a multidisciplinary internship program serving rural communities: $552,706 to National U. of Tucumán (Argentina).

KRESGE FOUNDATION
P.O. Box 3151, Troy, Mich. 48007

Facilities. For computer equipment and for renovation projects: $425,000 to Foundation Center.

—For student centers: $200,000 to Illinois Benedictine College and $300,000 to Our Lady of the Lake U.

—For a dental clinic: $200,000 to U. of California at Los Angeles.

—For the institute of contemporary art: $300,000 to U. of Pennsylvania.

—For renovation projects: $250,000 to Talladega College.

WESTINGHOUSE EDUCATIONAL FOUNDATION
Westinghouse Electric Company
Westinghouse Building, Gateway Center
Pittsburgh 15222

Engineering. For a professorship in electrical engineering: $1-million to Pennsylvania State U. (given jointly with Robert E. Kirby).

GIFTS AND BEQUESTS

University of Alabama. For the school of accountancy: $2-million from Hugh Culverhouse.

Catholic University of America. For a professorship in the school of social service: $1-million from Dean W. Roach.

Greenville Technical College. For development of a new campus: land valued at $2-million from T. Walter Brashier.

Guilford College. For expansion of the library: $1.75-million from H. Curt Hege, Sr., and Patricia Shields Hege.

Miami University. For an addition to the law school library: $2-million from Reba Engler Daner.

New Jersey Institute of Technology. For programs in computer-aided design: software valued at $1-million from Versacad Corporation.

Pennsylvania State University. For the biotechnology program, for a professorship in medicine, and for library acquisitions: $2-million from J. Lloyd and Dorothy Huck.

—For a professorship in electrical engineering: $1-million from Robert E. Kirby (given jointly with the Westinghouse Educational Foundation).

University of South Carolina. For the law school: $990,000 from the estate of Roy Webster.

—For a professorship in internal medicine and for scholarships for science students: property valued at $500,000 from A. T. and Frances Chalk.

University of Virginia. For scholarships: $100,000 from Russell Corporation.

—For support of graduate teaching assistants, especially in the department of English: $100,000 over three years from Seven Society.

Virginia Intermont College. For scholarships and for faculty development: $105,000 from the estate of Eleanor Hammer.

City U. of New York's Middle College High School Helps Troubled Youths

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tion. By intervening at the high-school and junior-high-school levels, they hope to take an active role in shaping the students who will be of college age in coming years.

LaGuardia's program was one of the first to work with at-risk children, and, many in the field say, remains one of the best. About 75 per cent of Middle College High's graduates go on to college or take college classes.

"The higher-education community has not fulfilled a public responsibility," says Joseph Shenker, president of LaGuardia.

Adds Janet E. Lieberman, a special assistant to the president and one of the founders of Middle College in 1974: "Everybody blames the system lower down. The colleges blame the high schools, and the high schools blame the elementary schools, and the elementary schools blame the parents. Somewhere you have to intervene in the system to make it change."

'Teacher Empowerment'

The Middle College program has succeeded through a combination of intensive counseling, small classes, a job-internship program, direct access to college facilities and classes, and a system that makes students answer to their peers for their actions.

Middle College was also at the forefront of what is now called the "teacher empowerment" movement, giving teachers great leeway to determine what is taught and how. Says President Shenker: "The problem in the New York City school system is the assumption that if people are given authority they will make the wrong decision. The process of decision-making here is the reverse of what normally occurs. As a result, the faculty and staff here feel like professionals because they're treated like professionals."

The program admits students who have completed the ninth grade and have been identified by counselors or teachers as students who have potential but who are not performing for any of a number of reasons: alcohol, drugs, pregnancy, family problems, poverty, emotional problems.

The school's 500-odd students are taught in classes of about 20. They are allowed to choose their classes (just like the college students across Thomson Avenue in LaGuardia's other building), provided they meet New York City requirements. They are also not punished for failing. Those who do fail get another chance to take the course, but do not have a failing grade factored in to their grade-point average.

Students are also not classified by grade, but by how many credits they must take before they graduate.

That approach avoids embarrassment for students who cannot fulfill their requirements by age 18, says Ms. Lieberman. About a fifth of all students at Middle College graduate late.

Intensive Counseling

Small class size and intensive counseling have been the keys to involving students in the learning process and to keeping them in school, administrators here say. "With troubled young people, you have to be dealing in much smaller units than we've been accustomed to having in the large urban school system," Ms. Lieberman says.

A number of past and current Middle College students say the small classes and the counseling saved them from dropping out and helped them weather personal crises. Many recall large and impersonal public schools where they did not know their neighbors and where teachers did not care if they came to class or not.

"At my old school I would ask myself, 'What is this, a jail cell?' " says Rubiel Cordoba, a 1985 graduate of Middle College.

> **"The faculty and staff here feel like professionals because they're treated like professionals."**

"I would have ended up barefoot and pregnant," recalls Lynn Kraemer, a 1987 graduate of Middle College and now a student at LaGuardia Community College. "My father passed away in 1985, and I wouldn't have made it without the guidance counselors."

Edward Reynolds, principal of the West Side High School, an alternative high school in Manhattan for violent youngsters, agrees that small size and personal attention are crucial in any school environment. "Every study mentions the issue of size both on a schoolwide level and within the class," he says.

"They need the smaller size, so they're not anonymous," Mr. Reynolds adds. "If you're as anonymous on the fourth floor of your building as you would be on the corner of 42nd Street and Broadway, there's no point."

Every day at Middle College, counselors meet with about a dozen students for group counseling—known as "group" to the students—in which the students discuss personal problems, drugs, sex, classes, or anything else that's on their minds. The program works on the principle that the students care most about what their peers think of them and will respond more readily when a fellow student tells them to stop taking drugs or drinking.

'Like Alcoholics Anonymous'

"Kids who make some progress or reform themselves become the best support for the other kids," says Burt Rosenberg, a guidance counselor who leads "group" sessions. "It's like an Alcoholics Anonymous group," he adds. "You have people who have made it, and you have people who are still in the process of getting over the hurdle, and you have people who are still doing self-destructive behavior."

Another factor that administrators say has helped is the independence given to the students. Besides picking their own classes and their own pace, students also handle most of the disciplinary problems that come up in school. A student-elected government determines the punishment for most rules infractions.

Ms. Kraemer, the Middle College graduate, says: "In a regular high school you need a pass to go to the bathroom. Here, if you want to go to the bathroom, you just get up and go."

"Here you're responsible for yourself," says one boy who is in the student government.

"You get in trouble for cutting out and stuff, but when you get down to it, either you decide to go to class or you decide not to go to class," he adds. "I used to cut out of class a lot, but I decided I wasn't getting any credit, so I'm never going to get out of high school doing that. So forget that—just do your work and go to class."

> **"Kids who make some progress or reform themselves become the best support for the other kids."**

'Some Good Raw Material'

Nevin C. Brown, assistant director of special programs and urban affairs at the National Association of State Universities and Land Grant Colleges, says programs like Middle College's succeed because they emphasize the role students play in their own futures.

"There are an awful lot of students whom we tend to discount, who given the right support can make a difference in their own lives," says Mr. Brown, who helped the Ford Foundation pick sites to replicate the Middle College model. "We have some good raw material in our public schools and we're not using it."

The Middle College program also hopes that by exposing its students to college life and to the working world, it will help students learn to raise their sights.

The school requires students to participate in three work internships during their stay at Middle College, and they must take courses in career education.

After the 10th grade, selected students are also allowed to enroll free in LaGuardia Community College courses, which administrators hope will lessen the mystery of college life and make further education an enticing prospect.

To Mr. Brown of the National Association of State Universities and Land Grant Colleges, that connection is crucial, in an age when a college diploma is increasingly important in determining a student's future socioeconomic status. "Ultimately, the goal is to get them into four-year colleges," says Mr. Brown. "If you want kids in Long Island City to be thinking about a future, especially in today's economy, you have to be thinking about how do you give them the maximum amount of skills.

"The problem is that if you don't go on to college, you end up in low-wage, low-service jobs," he says. "That's why you've got to have a postsecondary institution involved in the collaboration."

To Ms. Lieberman, the guiding light behind the program, Middle College should serve as a model to the public-education system as a whole, not only to college educators eager to become involved in collaborative projects.

Fighting Anonymity

Although Ms. Lieberman rejected working within the existing New York City school system when developing the Middle College model, she believes the beleaguered school system can now improve by following Middle College's lead.

One idea that can be transferred, she says, is the emphasis on small size, even in schools with thousands of students. "There are different ways of doing it," she says, "in mini-schools or by dividing grades into mini-houses. The anonymity of the big institutions is one of the reasons for the high dropout rate."

The other factor, she says, is the human one. "Making school into a pleasant place, a place to learn and a place where people care," she says, "—those things are transferable."

Plan Aimed at Improving Retention of Hispanic Students

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state and its public four-year institutions, charging them with failing to provide equal educational opportunities for Hispanic students.

About half of San Antonio's population and 85 per cent of Brownsville's is Hispanic.

Officials of the Hispanic colleges' association, which was established last September to serve colleges where enrollments are at least 25 per cent Hispanic, say they hope the project will prove the value of several model programs that can be used to improve the high-school and college graduation rates of Hispanics and other minority-group members throughout the country.

The project will contain several components, including:

- Academic "enrichment" services for students as early as the fourth grade.
- Leadership-development institutes for students in the seventh grade.
- Workshops to help Hispanic parents communicate more effectively with schools.
- Systems to link community-college students to the four-year colleges they are interested in attending.
- Partnerships with community-action groups.
- Study groups to plan campaigns to press the state and federal governments to liberalize student-aid policies for minority students.

All the two-year and four-year colleges in San Antonio, as well as four school districts, will participate in the project, beginning in the fall. In the project's second year, two school districts in Brownsville, Pan American University at Brownsville, Texas A&I University, and Texas Southmost College will join the effort.

This month the first segment of the project will begin—an "elementary precollege scholars" program—in which 120 fourth- and fifth-graders selected from the San Antonio school districts will attend six-week summer institutes that will emphasize written and oral communication skills and the development of analytical skills.

In the fall, some 5,000 students will be reached through other components of the project, including "enrichment centers" where students in the fourth through ninth grades can receive tutoring and help in developing study skills, program officials said. By fall of 1989, an estimated 10,000 students will be involved.

A key aspect of the project is a series of public service announcements that will be developed to reach "large numbers of people with a stake in the educational system," said Antonio Riqual, executive director of the Hispanic colleges group. "They'll emphasize that higher education is not just for an elite few."

Mostly Stable College and University Enrollments, 1986-1992

	1986	1987	1988*	1989*	1990*	1991*	1992*
Total enrollment One-year change	12,398,000 —	12,544,000 +1.2%	12,568,000 +0.1%	12,570,000 +0.1%	12,595,000 +0.1%	12,529,000 −0.4%	12,408,000 −1.0%
4-year institutions	7,754,000	7,816,000	7,831,000	7,357,000	7,862,000	7,831,000	7,756,000
2-year institutions	4,644,000	4,728,000	4,679,000	4,713,000	4,723,000	4,698,000	4,652,000
Public institutions	9,600,000	9,706,000	9,760,000	9,784,000	9,777,000	9,735,000	9,639,000
Private institutions	2,797,000	2,838,000	2,800,000	2,806,000	2,808,000	2,794,000	2,769,000
Undergraduate	10,724,000	10,895,000	10,919,000	10,926,000	10,937,000	10,875,000	10,757,000
Graduate	1,392,000	1,377,000	1,383,000	1,386,000	1,372,000	1,378,000	1,377,000
First-professional	282,000	273,000	278,000	276,000	276,000	276,000	274,000
Men	5,840,000	5,881,000	5,890,000	5,890,000	5,906,000	5,884,000	5,845,000
Women	6,557,000	6,663,000	6,680,000	6,680,000	6,680,000	6,645,000	6,563,000
Full-time students	7,148,000	7,219,000	7,157,000	7,118,000	7,095,000	7,013,000	6,916,000
Part-time students	5,249,000	5,325,000	5,403,000	5,454,000	5,490,000	5,516,000	5,492,000

* Projected.

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS